

PINECREST ELEMENTARY

220 Northside Drive
Greenwood, South Carolina 29649

GRADES PK-5 Elementary School

ENROLLMENT 490 Students

PRINCIPAL Mona Borland 864-941-5580

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	45	4	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

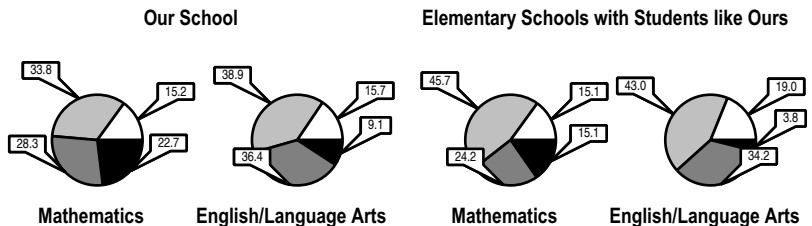
FOR MORE INFORMATION, VISIT WEBSITES AT:




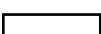
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	73	57
Percent satisfied with learning environment	100.0%	84.7%	92.9%
Percent satisfied with social and physical environment	100.0%	98.6%	90.9%
Percent satisfied with home-school relations	100.0%	91.8%	92.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	219	100.0	15.7	38.9	36.4	9.1	45.5	17.6
Gender								
Male	89	100.0	12.8	42.3	38.5	6.4	44.9	17.6
Female	130	100.0	17.5	36.7	35.0	10.8	45.8	17.6
Racial/Ethnic Group								
White	102	100.0	4.1	29.9	54.6	11.3	66.0	17.6
African-American	82	100.0	23.0	54.1	20.3	2.7	23.0	17.6
Asian/Pacific Islander	18	100.0	13.3	40.0	20.0	26.7	46.7	17.6
Hispanic	15	100.0	72.7	18.2	9.1	N/A	9.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	186	100.0	14.5	37.8	38.4	9.3	47.7	17.6
Disabled	33	100.0	23.1	46.2	23.1	7.7	30.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	219	100.0	15.7	38.9	36.4	9.1	45.5	17.6
English Proficiency								
Limited English proficient	23	100.0	52.9	29.4	5.9	11.8	17.6	17.6
Non-limited English proficient	196	100.0	12.2	39.8	39.2	8.8	48.1	17.6
Socio-Economic Status								
Subsidized meals	85	100.0	34.7	47.2	15.3	2.8	18.1	17.6
Full-pay meals	134	100.0	4.8	34.1	48.4	12.7	61.1	17.6

Mathematics								
All students	219	100.0	15.2	33.8	28.3	22.7	51.0	15.5
Gender								
Male	89	100.0	12.8	29.5	32.1	25.6	57.7	15.5
Female	130	100.0	16.7	36.7	25.8	20.8	46.7	15.5
Racial/Ethnic Group								
White	102	100.0	4.1	27.8	35.1	33.0	68.0	15.5
African-American	82	100.0	28.4	44.6	23.0	4.1	27.0	15.5
Asian/Pacific Islander	18	100.0	N/A	20.0	26.7	53.3	80.0	15.5
Hispanic	15	100.0	45.5	36.4	9.1	9.1	18.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	186	100.0	12.2	33.7	29.7	24.4	54.1	15.5
Disabled	33	100.0	34.6	34.6	19.2	11.5	30.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	219	100.0	15.2	33.8	28.3	22.7	51.0	15.5
English Proficiency								
Limited English proficient	23	100.0	29.4	29.4	17.6	23.5	41.2	15.5
Non-limited English proficient	196	100.0	13.8	34.3	29.3	22.7	51.9	15.5
Socio-Economic Status								
Subsidized meals	85	100.0	30.6	44.4	22.2	2.8	25.0	15.5
Full-pay meals	134	100.0	6.3	27.8	31.7	34.1	65.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	6.8	30.5	40.7	22.0	62.7
	Grade 4	79	N/A	13.7	50.7	32.9	2.7	35.6
	Grade 5	81	N/A	19.7	52.6	27.6	N/A	27.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	5.0	20.0	45.0	30.0	75.0
	Grade 4	68	100.0	14.1	46.9	39.1	N/A	39.1
	Grade 5	79	100.0	25.7	47.3	27.0	N/A	27.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	6.8	45.8	27.1	20.3	47.5
	Grade 4	79	N/A	17.8	42.5	23.3	16.4	39.7
	Grade 5	81	N/A	25.0	36.8	25.0	13.2	38.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	8.3	26.7	40.0	25.0	65.0
	Grade 4	68	100.0	9.4	37.5	25.0	28.1	53.1
	Grade 5	79	100.0	25.7	36.5	21.6	16.2	37.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 490)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Down from 5.5%	2.4%	2.4%
Attendance rate	96.7%	Down from 97.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.5%	No change	21.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Down from 8.7%	7.3%	8.0%
Older than usual for grade	0.8%	Down from 2.4%	0.7%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	50.0%	No change	54.2%	50.0%
Continuing contract teachers	87.5%	Down from 89.5%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.9%	Up from 90.7%	87.8%	86.2%
Teacher attendance rate	92.4%	Down from 93.7%	95.5%	95.3%
Average teacher salary	\$38,840	Down 2.9%	\$41,158	\$39,909
Prof. development days/teacher	11.8 days	Up from 9.3 days	10.7 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio	18.3 to 1	Down from 19.7 to 1	19.7 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 90.1%	90.3%	89.7%
Dollars spent per pupil*	\$5,892	Up 7.8%	\$5,585	\$5,892
Percent spent on teacher salaries*	65.0%	Up from 64.4%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.9%	Down from 97.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We know that the combined efforts of our students, teachers, staff, parents, and the community have all contributed to making Pinecrest School a great place to grow!

A number of programs were initiated or continued in an effort to support our mission statement. 34 students were served in our Helping One Student to Succeed (HOSTS) reading program. We conducted an after-school program for academically at-risk students. A program focusing on developing higher level thinking skills and test taking strategies was implemented for all grade 3-5 students. Enrichment offerings also include reading clubs for advanced grade 1 and 2 students. Family learning opportunities were offered through our All Stars programs, Family Reading Nights, and our Science Fair.

Our school chorus and chimes group provided avenues to develop in the arts. Pinecrest was proud to present two acts in our community-wide talent showcase, "In the Spotlight." The About Face Drill Team, designed to enhance discipline, pride, and leadership, performed at several community events.

All of our teachers and assistants meet the qualifications specified in the "No Child Left Behind" Act and we now have 4 Nationally Board Certified Teachers and 3 teachers who are in the process of qualifying for this honor. Many of our teachers participated in literacy training and professional book study groups. Most took part in Thinking Maps training, which was then instituted in the classroom. Our school also took part in a process of Curriculum Calibration to analyze the extent to which our assessments measure the state instructional standards.

With the support of our PTO and School Improvement Council, we were able to enhance the appearance of our campus, provide opportunities in science, and update our technology, media center, and physical education resources. Through the efforts of these groups and our staff, we continued the tradition of specialized reading incentives.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.